

## ILLINOIS ENGLISH BULLETIN

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## What is the Job of an English Teacher?

*A Booklet for Parents, Board Members,  
Superintendents and Teachers*

Prepared by the Iowa Association of Teachers of English

### WHAT IS THE JOB OF AN ENGLISH TEACHER?

Did you ever ask your child what he was learning in his English class? In a way you were asking the question this booklet answers: What is the job of an English teacher?

School board members and superintendents also face this question every time they employ an English teacher. We English teachers consider this question when we plan our year's work.

We English teachers have written this booklet for parents, board members and superintendents. But we have also written it for ourselves. For we members of the Iowa Association of Teachers of English want to make our work as effective as we can.

This booklet tells what a good English teacher tries to do. It also shows what conditions are necessary if the English teacher is to do a good job. While you read this, we hope you will also think about social science, science, mathematics and other subjects. We hope some of our friends who teach these subjects will write booklets like this for their jobs.

Perhaps you would like to discuss this booklet at a PTA, school board or faculty meeting.

*This article, prepared by the membership of the Iowa Association of Teachers of English under the direction of its Committee on Professional Standards, Richard Braddock, Chairman, has attracted national attention from teachers of English, parents, and others interested in schools. It is reprinted here through the courtesy of the Iowa Association of Teachers of English, sister-organization of our own IATE.*

## HELP BUILD A GOOD SCHOOL PROGRAM

*An English teacher should set a good example to students and teachers by his own effective communication. His speaking, writing, reading and listening should be thoughtful, clear and fair-minded as well as in good taste.*

*In each school, an English teacher may take the lead in improving communication in school affairs. He may offer his advice to students learning how to record minutes, to write social and business letters for their clubs, to introduce speakers at assembly programs, or to conduct publicity campaigns for school affairs. Such a teacher should be given the necessary time and place for such advising.*

Students write papers about themselves in their English classes. Because of this, a student with a personal problem often prefers to discuss such a matter with his English teacher. This makes it all the more important to *give English teachers the time and place to confer with individual students during the school day, especially in schools where many students travel by school bus.*

*Students should have opportunities to take part in co-curricular activities which enrich their regular classroom studies: the school newspaper, dramatic productions, literary magazines, speech activities, library club or school publicity. They may be encouraged to enter an approved writing or speaking contest.\**

*The English teacher should not be assigned to advise such a co-curricular activity unless his training and experience qualify him. For example, only a teacher who has studied play production in college and had adequate experience in college or community dramatics is qualified to direct school plays.*

*Co-curricular activities should enrich classroom studies, not weaken them. Neither students nor teachers should be so active in co-curricular work that they cannot give their best effort and time to their regular academic studies.*

## HELP STUDENTS LEARN TO COMMUNICATE EFFECTIVELY

If you are concerned about the three R's, you are concerned about English teaching. It is true that, in one sense, most teachers help students improve in the three R's. But teaching two of the three R's—reading and writing—is the special responsibility of the English teacher.

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\* See "Approved List of National Contests and Activities" distributed free by the National Association of Secondary School Principals, 1201 16th St., N.W., Washington 6, D. C.



*One of the main goals of an English teacher is to help his students learn to write and speak effectively.* This not only means teaching grammar and usage, spelling and punctuation, pronunciation and articulation. It also means teaching students how to develop a significant idea with relevant facts and reasons, to organize ideas logically and clearly, and to appeal to a reader or listener without misleading him. *Students learn to think clearly when they learn to write and speak well.*

A student cannot learn to speak effectively merely by talking much or by practicing articulation drills. *A student must have much supervised practice in speaking:* giving oral reports, taking part in group discussions, and performing other speech activities in which he is actually trained to improve.

A student cannot learn to write effectively merely by taking spelling tests and filling out workbooks. *A student must have much supervised practice in actual writing.* His teacher must look over his papers with care and make suggestions which the student follows when he revises his papers.

If an English teacher gives his students adequate writing practice, he has a steady stream of papers to mark. If he has too many students or if too many of his evenings are filled with other school duties, he cannot give the papers of his students the careful attention they need. If his classes are too large, his students do not get as much speech practice as they need.

Because he has these duties to his students in addition to the usual duties which teachers of the other subjects have, *class load and co-curricular load should be kept low for English teachers.* In general, the average size of the English class should not exceed 20 students, and no English class should exceed 25 students.

*Another main goal of an English teacher is to help his students learn to read and listen effectively.* This not only means teaching students to understand what they read and hear, and to read at a speed equivalent to their abilities. It also means teaching students to separate fact from falsehood and reason from emotion.

An English teacher must have good training in order to teach the complex skills of communication. He himself should provide a model of good communication. He should understand how language works, which means much more than knowing where the commas go or which syllable in "hospitable" should be stressed. *The English teacher surely should be a person who has majored in English in a good college or university.*

Textbooks on communication are very important supplements to most English teachers. Good dictionaries are essential. Most English teachers need a combined text or separate class textbooks on the various aspects of communication. Some such texts are excellent; others are based on old-fashioned ideas or even false information about language. *Certainly English teachers, whose professional training has prepared them for this, should have a voice in selecting the communication textbooks their students use.*

Although mechanical aids can only supplement the work of good teachers, *certain devices are of great help to the student learning how to improve his communication.* When an *opaque projector* is used to project student writing on a large screen, students place a premium on neatness and precision while they learn to analyze and evaluate their own writing. When a *tape recorder* records student speeches, radio newscasts and class discussions, they can be replayed in the classroom for analysis and evaluation.

Just as writing ability is not adequately measured by a test on the mechanics of writing, so are there many important aspects of the English program which cannot be evaluated by standardized tests. But *standardized tests* can be valuable in diagnosing reading and listening difficulties and in evaluating knowledge of the mechanics of writing.

#### HELP STUDENTS MATURE THROUGH THE LITERARY ARTS

In junior and senior high school, students wonder about questions like these: Why do I act the way I do? How do other people feel and think about this? What kind of life should I try to live?

*Students can find great value in exploring the possibilities of life through the literary arts.* They discover how it feels to be a certain kind of person. They witness the struggles of other people in meeting problems. Students build a sense of values through the literary arts. And they may develop a love of reading which will delight them and nourish their imaginations long after they have left school. *Helping students find these values calls for an English teacher who is wise and imaginative, who understands young people and the literary arts.*

To explore life through literature, students may use an up-to-date literature anthology, paper-bound editions of appropriate reading, or separate books of short stories, plays, poems and biographies. *Each English teacher should have a voice in selecting such literature textbooks,* for he knows best the abilities and interests of his students.



The students in any class vary widely in their interests and reading skills. Because of this, they need access to a variety of stimulating literature beyond what is in the textbooks they read as a class. A school library is very weak when it contains little more than an encyclopedia, some discarded textbooks, and magazines already available at home. *The school library should offer a wealth of stimulating literature and an environment in which students are encouraged to read.*

*Parents can do much to enrich the lives of their youngsters by having good books, magazines and newspapers at home and by discussing such reading with their youngsters.* School librarians in small towns may stimulate this by encouraging adults to use the school library.

We must realize that these days youngsters also have broadening experiences through mass media other than reading matter: through radio, television and motion pictures. Yet we find many high school pupils who do not sift the few excellent programs and films from the others.

*The up-to-date English teacher sees these newer mass media as branches of the older literary arts.* He knows something about how programs and films are produced, and how they affect the thoughts and feelings of people. He guides his students to the better productions and helps them explore the possibilities of life through such productions.

The English teacher sometimes uses these newer media as audio-visual aids, sometimes as works of art in themselves. The recordings of *Julius Caesar* aid in making Shakespeare's play come alive for students. The recording of *Sorry, Wrong Number* can introduce students to a radio drama far superior to radio plays they usually hear. The film *Cinematographer* helps teach students how the process of making a motion picture affects its quality; *Pacific 231* and *The River* introduce students to films superior to those they usually see.

The English teacher's use of the tape recorder is enhanced by the "Tapes for Teaching" service of the State University of Iowa. On his bulletin board he may display the *Literary Map of Iowa*, prepared by the Iowa Association of Teachers of English and distributed by Iowa State Teachers College. *The English teacher should enrich his teaching with these newer media, and his school should provide him with the necessary mechanical devices and rental budget.*

Once in a while parents or school board members find it difficult to understand why an English teacher uses a particular book or film

in class. Perhaps some parts of a book seem distasteful or immoral. Usually the author of such a book is showing his readers the difference between good and bad taste or good and bad behavior. By discussing the whole book in the classroom with a mature teacher, students can develop taste and a sense of values. *People who question an English teacher's choice of a particular book should read the whole book and discuss it with the teacher.* Certainly it would be bad to gossip or complain about the teacher until all the facts are known.

#### KEEP GROWING AS A TEACHER AND PERSON

It is clear from the previous pages that a *person needs good training in communication, the literary arts, and the art of teaching if he is to be a good English teacher.* He receives this training when he majors in English and takes the necessary courses in teaching methods at a reputable college or university.

Some schools, however, make a practice of assigning an English class or two to a teacher who has neither a major nor even a minor in English. The preparation of such a teacher usually is limited to basic training in writing and speaking and perhaps an introductory course in literature. Such preparation is not enough to teach English well. *Good schools assign English classes only to teachers who have a major in English* or who have learned the equivalent through study after graduation.

*A good English teacher knows that he needs to learn more after he graduates from college.* He keeps up with new developments in communication and the literary arts. He supplements and reinterprets material he has studied before. He develops his ability to teach as he exchanges ideas with fellow English teachers and experiments with new methods.

*If a school wants its English teachers to grow, it provides for growth in its scheduling.* Keeping the English teacher's pupil load moderate permits him to read in the evenings as well as to mark papers and plan lessons. Providing time and traveling expenses to attend professional conferences encourages him to exchange ideas with fellow English teachers.

But the good English teacher does not restrict his growth entirely to professional growth. He finds refreshment in good music, films and plays. He follows important social and scientific events in good newspapers and magazines. Through reading, lectures, exhibitions and conversation on a variety of topics, he continually develops as a citizen and as an individual.



# The Historical Novel . . . An Approach

By JOSEPH R. CASEY <sup>1</sup>

The historical novel is rich as a literary form and stimulating as a method of broadening the reading vistas of high school students.

Despite the fact that mention of history often brings memories of dry facts and consequent boredom, the reading of historical novels may be the means, and certainly is in my classes, to the awakening of many high school students to the importance of their historical heritage and even to the charms of literature.

I begin with a literary map of the United States. With several excellent maps now on the market (some of them available from the National Council of Teachers of English), these aids provide a fine point of departure for the study of the historical novel. Informal pictures on the maps, coupled with the teacher's anecdotes of the various authors, provide an interesting, colorful beginning. Several days spent with maps provide motivation for our historical novel project.

To bring the point nearer home for many of the students, regional maps provide good incentives for students who like to know more about their own section or state. In our classes we had good luck; several students prepared excellent regional maps. Some states are fortunate enough to possess literary maps. Illinois, Iowa, Missouri, North Carolina, and Minnesota do, and Indiana and other states are at work on theirs.

In addition to careful examination of the pictorial maps, map talks help to stimulate the project. A fine assignment in connection with the map talks is the presentation of historical anecdotes as recorded in fiction. Good examples may be found in *The President's Lady*, *The Covered Wagon*, *Oliver Wiswell*, and many other books.

Pictorial displays of several outstanding historical books, usually jackets and pictures, plus illustrated articles from major magazines, are also good. The Rogers and Clark expedition featured in *Time* has wonderful possibilities for the Western region and historical materials. The Civil War article in *Life* was also good for a Southern regional project, which I used to good advantage. A teacher needs constantly to be alert to articles that he may add to his file.

Probably the most stimulating phase of introducing and sustaining interest in a historical project is the reading of selected passages and favorite episodes. For example, I have read the death of Rachel

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<sup>1</sup> Mr. Casey teaches in the high school in Winchester, Indiana.

Jackson from *The President's Lady*, the opening lyrical passages of *The Wilderness*, the preparation for the trail in *The Way West*, the death of Abbie in *To Light a Lantern*, and some of the beautiful descriptive passages in *Toward the Morning* and *The Forest and the Fort*. The assignment of such passages to the better readers, or of passages that had appeal to the students in the books they themselves had chosen, has great merit. Often the discovery of a good book by a student, coupled with that student's enthusiasm for the book, is contagious.

A written report in a project of this kind is not especially important. A departure from the formal, directed book report seems in the spirit of our historical project. In a sense, the historical project is an awakening, a discovery of our historical lore and heritage, not something to be confined in the prison of a traditional book report. The aroma, the zest of the past, which is embodied in all good historical books, must be discovered by the students and transmitted in lively fashion to their classmates. My students have much informal sharing of their reading experiences, but in this project they stay away from stereotyped reports.

I do not require a final evaluation from the students. Usually, written or oral comments have their points. Here, though, we substitute additional browsing in the library in small groups with the librarian in charge. Students are thus encouraged to make plans for their future reading. The help of the librarian in preparing a special historical display of books is invaluable in stimulating further interest.

Perhaps in the final analysis it is difficult to measure or ascertain the merit of a project. Just how good it is or what the students get out of it is often left unanswered for the English teacher. In my own observation I have found that if enough students continue to ask for a book and if in subsequent class discussions they refer to a book they have read earlier, that is enough.

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### THE MINUTES OF THE FALL MEETING OF THE ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

The Executive Board of The Illinois Association of Teachers of English met on Friday, October 21, 1955, at 9:15 a.m. in Room 217 of the Illini Union Building, Urbana, Illinois.

The meeting was called to order by the president, Dr. Charles Willard. The minutes of the Executive Board Meeting of March 19 were read and approved.



The treasurer, Dr. Roberts, gave the following report:

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

TREASURER'S REPORT—OCTOBER 21, 1955

Treasurer's balance—October 29, 1954.....	\$2350.67
Income for 1954-1955.....	2978.78
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	5329.45
Expenses for 1954-1955.....	4069.37
	<hr/>
Balance in Treasurer's Account.....	1260.08
Balance in Editor's Account.....	190.77
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Total cash balance, October 21, 1955.....	\$1450.85

(signed)

CHAS. W. ROBERTS, Treasurer

The treasurer's report was filed for auditing.

In view of the balance on hand in the treasury, Dr. Roberts moved that he be directed to pay immediately to the Library Association the \$800.00 loaned by it for *The Books We Like* project. Seconded by Hazel Anderson, the motion carried.

Miss Helen Stapp moved that Dr. Roberts and Dr. Hook be authorized to reprint such issues of the *Bulletin* as are in demand. Seconded by Miss Alice Grant, the motion carried.

Eleven district leaders were present and responded with reports to roll call given by Vice President Helen Stapp. The reports revealed increased activity in divisions and a strong emphasis on membership on the state and national levels.

It was moved by Miss Florence Cook and seconded by Miss Alice Grant that a committee be appointed to prepare and publish a Handbook for Illinois similar to that published by the Kentucky Council of Teachers for their district leaders. Motion carried.

Miss Margaret Adams moved and Miss Hazel Anderson seconded the motion that a committee composed of Dr. Roberts, the present vice president, and the incoming vice president be appointed to prepare and publish the Handbook. Motion carried.

The report of the Program Committee was given by Chairman Margaret Adams. (A copy of the program for the conference is herewith printed for reference.)

## FALL CONFERENCE FOR TEACHERS OF ENGLISH

Urbana—October 21 and 22, 1955

*Friday, October 21, 1955***MORNING**

- 9:00 Executive Council Meeting (Illinois Association of Teachers of English). 217 Illini Union Building

**AFTERNOON**

- 1:00 Registration—Main Lounge, Illini Union Building  
Exhibit of NCTE and IATE materials—Main Lounge  
Exhibit of Illinois State High School Press Association newspapers and yearbooks. Rooms 18, 25, 123 Gregory Hall
- 1:30—
- 5:00 GENERAL SESSION—300 Altgeld Hall  
Presiding: Dr. Charles B. Willard, University School, S. I. U., President of the Illinois Association of Teachers of English
- 1:30 Annual Business Meeting—Illinois Association of Teachers of English
- 2:00—
- 2:30 Report: "Standards in Freshman English Composition at the University of Illinois"  
Dr. Charles W. Roberts, University of Illinois
- 2:45—
- 3:45 "A Neglected American Masterpiece: One Hundred Years Old" (*Francesca da Rimini*, George Henry Boker)  
Dr. Robert D. Faner, Southern Illinois University
- 4:00—
- 5:00 "Teaching Shakespeare: The Necessary Steps"  
Dr. Robert Lee Blair, Eastern Illinois State College
- 6:00 DINNER MEETING—314 Illini Union Building  
Greetings: Dr. David Dodds Henry, President of the University of Illinois  
Music: Modern Choir, Eastern Illinois State College  
Dr. John Louis Rizatto, Director  
Address: "I Take My Pen in Hand"  
Dr. Alfred L. Crabb, Professor Emeritus of George Peabody College and historical novelist



*Saturday, October 22, 1955*

### MORNING

8:30 Registration—Main Lounge, Illini Union  
Exhibits, as listed for Friday

9:00—

10:00 GENERAL SESSION—300 Altgeld Hall

SYMPOSIUM: "Developing Competence in Student Writing"

Chairman: Miss Helen Stapp, Decatur High School, Vice President, Illinois Association of Teachers of English  
"Writing for the Gifted"

Miss Verna Hoyman, University High School, I.S.N.U.  
"Sentence Analysis by Means of Logical Symbols"

Miss Chenault Kelly, Eastern Illinois State College  
"Evaluating Student Writing"

Miss Margaret E. Newman, Elgin High School and Community College (retired)

10:15—

11:30 DISCUSSION GROUPS

1. "Writing for the Gifted"

Leader: Miss Verna Hoyman, University High School,  
I. S. N. U.

Miss Velma Nave, Frankfort Community High School,  
West Frankfort

Miss Adele Johnson, East Rockford High School,  
Rockford

2. "Demonstrating the Use of Logical Symbols in Sentence Analysis"

Leader: Miss Chenault Kelly, Eastern Illinois State  
College

Dean Cleveland Thomas, The North Shore Country Day  
School, Winnetka

Mrs. Helen Brennan, University of Illinois

3. "Revising and Evaluating Student Writing"

Leader: Miss Margaret E. Newman, Elgin High School  
and Community College

Dr. Charles W. Roberts, University of Illinois

Miss Ruth Stickle, Leyden Township High School,  
Franklin Park

4. "Is Journalism English?"  
Leader: Clarence W. Hach, Evanston Township High School  
Miss Marjorie Brittain, West High School, Rockford  
Miss Clara Carlson, Senior High School, Moline
5. "Teaching the Use of Library Facilities Throughout the Entire English Course"  
Leader: Miss Ruby Mann, Jacksonville High School  
Miss Irene Ainsworth, Jacksonville High School  
Miss Charline Galloway, Danville High School  
Lockwood E. Wiley, Wood River Community High School
6. "New Tools for the Teaching of English"  
Leader: Dr. J. N. Hook, University of Illinois  
Executive Secretary of the NCTE  
Miss Alice Grant, Frankfort Community High School, West Frankfort  
Miss Isabel Hoover, Western Illinois State Teachers College
7. "Planning Successful Resource Units: How, Why, and Examples"  
Leader: Miss Emma Mae Leonhard, Jacksonville High School  
Miss Addie Hochstrasser, Maine Township High School  
Miss Lois Dille, West High School, Rockford
8. "An English Program for the Non-College Students"  
Leader: Morris Finder, Mount Vernon Branch of the Fenger High School, Chicago  
Miss Hazel Anderson, Galesburg High School  
Miss Margaret Steil, Northern Illinois State College  
Miss Hetty Pick, Granite City High School
9. "Successful Writing Programs"  
Leader: Miss Barbara Garst, Senior High School, Moline  
Sister Mary Carlos, B.V.M., Alleman High School, Rock Island  
Mrs. Esther Albrecht, Calvin Coolidge Jr. High School, Moline
10. "Together We'll Read and Write"  
Leader: Miss Florence A. Cook, Shabbona High School  
Miss Alma Happe, Rochelle High School



Mrs. Helen Ellis, Rochelle High School  
 Dr. Orville Baker, Northern Illinois State College  
 Mrs. Mary Bower, Shabbona High School

11. "Human Relations in the Teaching of English"  
 Leader: Wilmer Lamar, Decatur Senior High School  
 Marion Stuart, Champaign High School  
 Robert Shiley, Western Illinois State College

12:00

Noon LUNCHEON MEETING—314 Illini Union Building  
 Address: "Mississippi River Lore and Legend"  
 Dr. Henrietta C. K. Naeseth, Augustana College

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Dr. J. N. Hook gave the report for the editors of the *Bulletin*. The October issue was devoted to "Teacher Load." Forthcoming *Bulletin* issues would publish Dr. Hook's talk on "Illinois Authors," the best prose and poetry, the reprint of the Iowa Article "What Is the Job of the English Teacher?" and Miss Florence Cook's paper on "The Teaching of English in the Smaller High School."

Miss Alice Grant, Chairman of the Special Projects Committee, submitted the four following projects accompanied by the names of the chairmen for each project:

1. Human Relations in the Teaching of English.  
 Chairman—Wilmer Lamar
2. Annotated and Critical List of Materials Available for English Teachers.  
 Chairman—Dr. Charles Willard
3. Survey of Teaching Load of English Teachers in the State of Illinois.  
 Chairman—Miss Alice Grant
4. Ideal English Classroom and Arrangement of Department.  
 Chairman—Dr. J. N. Hook

Miss Hazel Anderson moved and Miss Margaret Adams seconded the motion that the report of this Committee be accepted and adopted and that each chairman select his own committee. Motion carried.

Mr. Wilmer Lamar, Chairman of the Nominating Committee, submitted the following report:

President—Miss Helen Stapp, Decatur

Vice President—Miss Margaret Adams, Sycamore

Secretary—Mrs. Helen Ellis, Rochelle

Treasurer—Dr. Charles W. Roberts, University of Illinois

Editor of the *Bulletin*—Dr. J. N. Hook, University of Illinois

Co-Editor—Mr. Wilmer Lamar, Decatur

Program Committee—Dr. Eugene Waffle, Chairman, Eastern

Miss Emma Mae Leonhard, Jacksonville

Miss Florence A. Cook, Shabbona

Miss Elaine Munal, Metropolis

Sister Mary Rosaleen, Mercy High School, Chicago

Committee on Committees—Miss Hazel Anderson, Chairman, Galesburg

Special Projects Committee—Miss Alice Grant, Chairman, West Frankfort

Advisory Committee—Dr. Charles Willard, Chairman, Southern

The motion was made by Wilmer Lamar and seconded by Miss Alice Grant that the report of the Nominating Committee be approved. Motion carried.

Miss Lois Dilley was not present to give the report of the Illinois Curriculum Project.

Miss Hazel Anderson reported on the specific arrangements for the fall conference.

Dr. Charles Willard announced the appointment of Miss Florence A. Cook as chairman of the committee to consider the most effective plan for the reorganization of districts and of groups of teachers of English in the state of Illinois.

The Executive Board approved the suggestion that Dr. Merrillie Mather of Eastern be asked to be the consultant to the National Council of Teachers of English Committee on the study of Folklore in the Senior High School.

The motion was made by Miss Alice Grant and seconded by Dr. Charles Roberts that the Illinois Association have no materials exhibit in conjunction with other affiliates at the N.C.T.E. Convention. The motion carried. However, there will be an Illinois exhibition booth at the N.C.T.E. Convention.



The Board approved the selection of Miss Helen Stapp, Miss Margaret Adams, and Miss Hazel Anderson as delegates to N.C.T.E. Convention.

As a result of a discussion on the requirement of four years of English in high school, Miss Helen Stapp moved that the Committee on Teacher Load include in their questionnaire items on the number of years required of English and the percentage of seniors taking English where there was no four-year requirement. Seconded by Mr. Wilmer Lamar, the motion carried.

The motion was made by Mr. Lamar that the spring meeting of the Illinois Association of Teachers of English be held in Chicago on March 17, 1956. The motion was seconded and carried.

The meeting of the Executive Board was adjourned by President Willard at 11:30 a.m.

Respectfully submitted,  
FLORENCE A. COOK, Secretary

## MINUTES OF THE GENERAL BUSINESS MEETING

The general business meeting of the Illinois Association of the Teachers of English was held on Friday, October 21, 1955, at Altgeld Hall on the University of Illinois campus.

The meeting was called to order by the president, Dr. Charles Willard, at 1:30 p.m. The minutes of the general meeting of October 29, 1954, were read and approved.

A résumé of the minutes of the Executive Board (in session on the morning of October 21, 1955) was given by the secretary.

The treasurer, Dr. Roberts, presented the report given earlier to the Executive Board.

Miss Alice Grant, Chairman of the Special Projects Committee, presented the projects for study in the Association, as summarized in the minutes of the Executive Board.

This committee is composed of Miss Grant and the five immediate past presidents. President Willard requested that any member who had special interests in any one of these four fields should contact Chairman Grant.

Dr. Willard made the following announcements:

1. delegates of the National Council of Teachers of English are Miss Helen Stapp, Miss Margaret Adams, and Miss Hazel Anderson.
2. a request for assistants to help in the Illinois booth at N.C.T.E.
3. a workshop for teachers of English will be held in the summer at the University of Illinois.
4. comments on the Conference Program.

Mr. Wilmer Lamar, Chairman of Nominations, gave the report of the Nominating Committee, as printed in the minutes of the Executive Board.

It was moved by Mr. Lamar and seconded by Miss Grant that the report of the Nominations Committee be accepted. The motion carried.

Mrs. Rose Hewitt moved that the slate of officers be elected. Seconded by Miss Margaret Newman, the motion carried.

President Willard presented the newly-elected officers to the Association.

The general business meeting of the Illinois Association of Teachers of English was adjourned by the president at 2:10 p.m.

Respectfully submitted,  
FLORENCE A. COOK, Secretary.